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Educational Television Series 1968-69

Teachers' Guide

DEPT. OF EDUCATION
HISTORICAL COLLECTION

Geography INTERMEDIATE DIVISION

No Community Stands Alone

Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue, Toronto 17

GEOGRAPHY

Intermediate Division

NO COMMUNITY STANDS ALONE

5 programs, 20 minutes each. Aimed at students in grade 7, but suitable for all grades in the Junior and Intermediate Divisions.

General Introduction

Program one
Full Cycle 3

Program two
Food for Thought 4

Program three
Can't See the Forest 5

Program four
More Power to You 5

Program five
Life Stream of the Province 6

Please send comments and enquiries to:

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1670 Bayview Avenue,
Toronto 17.

INTRODUCTION

The series revolves around a thirteen year old boy, Steve. From his routine interests and responsibilities – delivering papers, mowing the lawn, doing homework, enjoying a family barbecue – he is whisked by a new, but "unusual" friend, on a number of compressed field-trips to various Ontario communities. On these trips, Steve's curiosity is aroused and many questions are stimulated about the communities – the people, the industries, transportation, etc.

Each program examines some of the particulars of economic interdependence. For the most part, the series focuses upon a number of Ontario communities, in the regions of the St. Lawrence Lowlands and the Precambrian Shield, the character of which are heavily influenced by one or more natural resources. The teacher is therefore afforded the opportunity to use each program either to examine the growing interdependence of communities based upon increasing specialization, or to introduce the study of a particular industry in the province within the setting of geology, topography, or climate. Industries to which reference is made include iron and steel, wood and wood products, food, electric power and transportation.

The approach used and experiences gained from the series might provide some materials and guidelines for the study of any region which lies ahead in the course. In addition, the series offers other opportunities:

1. to create an interest in discovering further relationships within a region and between regions,
2. to stimulate a deeper interest in the role of the community,
3. to observe how a community is affected by its geographical environment,
4. to observe in turn how the geographical environment can be altered by man.

Some teachers may wish to limit the previewing activity to a few introductory remarks about the program, being careful not to destroy the anticipated message or to decrease the freshness of the viewing experience. Others may feel that some of the suggested activities would stimulate interest in the program and provide some necessary background for viewing.

If the post-viewing activities are used, the following suggestions might be considered.

- Present all suggested activities to the pupils and plan with them which activities might be explored as a class, or a group, or an individual effort.
- Encourage the pupils to suggest other activities in which they might be interested as a result of the program.
- Consider that some discussion activities may lead to the continued development of skills in reading, researching and reporting. The last might be varied, with use of charts, maps, bulletins, books, overhead transparencies, films, murals, taped interviews, field trips, etc.

GENERAL SOURCES OF INFORMATION:

The following are useful for the whole series:

Authorized texts – Ontario Department of Education, Circulars 14 and 14a.

Ontario Resources Atlas – Ontario Department of Lands and Forests, Queen's Park, Toronto ($1.00).

Audio-Visual, Instructional Materials for use in Ontario Schools. This Catalogue of free and inexpensive materials may be obtained from the Audio-Visual Section, Department of Education, 559 Jarvis Street, Toronto 5, Ontario.

The National Film Board of Canada Catalogue, 1 Lombard Street, Toronto. (Available for applicable films and film strips).

PROGRAM I

FULL CYCLE

This program follows the cycle from extraction of iron ore to the production of steel, and stresses the interrelationships between communities that help to produce it.

PROGRAM CONTENT

Steve, the proud owner of a new bicycle meets his unusual and invisible friend, who has the ability to do amazing things. With his help, Steve and the viewer discover that many people in a variety of communities are responsible for the steel in his bicycle and a multitude of other steel products on which we depend.

To demonstrate the "Full Cycle" of interdependence, Steve is taken in quick sequences from store to assembly plant to tube mill to steel mill to iron mine and back again. It is on his way back that he learns of the geographical factors which determine that one community produces raw material while another processes it. He is given the opportunity of visiting an iron mine and a steel mill where he observes the operations and talks with people on the job who live in these communities.

When Steve completes his travelling and is returned to his bike, he is a wiser boy because he is aware of and can appreciate the team effort responsible for manufactured products which we take for granted.

He now knows the answers to such questions as:

- How do they find the iron ore?
- What is open pit mining?
- What is done to the ore to make it usable?
- What other minerals are used in steel production?

SUGGESTED PRE-VIEWING ACTIVITIES

Use a large outline map to locate and establish the relative positions of Toronto, Wawa, Sault Ste. Marie, Elliot Lake, limestone quarries of Michigan, coal fields of West Virginia, the pupils' community.

Select a metal object, familiar to the class, and have them suggest questions about its origin, the people and processes involved in its manufacture.

SUGGESTED POST-VIEWING ACTIVITIES

1. Discussion might evolve from the following topics:

- No community stands alone.
- Steel is important to the development of any modern country.
- Where would you build a new steel mill?
- Why import coal and limestone from the United States?
- A new major mineral find could lead to the growth of another new community in Ontario.

2. Investigate other metals which are essential to us, following guidelines similar to those used in the study of the steel industry.

3. Group work might be undertaken by the class to research and report on the communities and their industries which are part of a chain of interdependence. Some aspects which might be investigated are:
   - the effect of the industry on the social and economic aspects of the community,
   - the processes of the industry,
   - the interdependence of other local industries,
   - the flow of products and by-products to the markets.

4. A field trip to a local industry might provide an opportunity to see and learn about the process, the products and by-products, the workers, and economic interdependence.

BIBLIOGRAPHY

Through the Billion Dollar Barrier!, Ontario Mineral Production 1967, Ontario Department of Mines, Queen's Park, Toronto, Ontario.

Geology and Economic Minerals of Canada (Economic Geology Series number one) Stockwell, C.H. (editor), Queen's Printer, Ottawa 1963.

BUSH, HELEN, *Treasure in the Rock,* Longmans, 1965.

POUGH, FREDERICK, H., *Field Guide to Rocks and Minerals,* Holt Rinehart & Winston, 1953.

PROGRAM 2

FOOD FOR THOUGHT

In this program, Steve finds "food for thought" as he discovers the significance of geography in the development of specialized and interdependent food producing communities.

PROGRAM CONTENT

Steve is busy cutting the grass, a necessary but not too enjoyable task. He amuses himself by contemplating the idea of turning the lawn into a miniature farm, supporting a couple of cows, vegetables and fruit trees, thus ridding himself of the weekly task of mowing the grass, and making his family self-sufficient.

He is overheard by his invisible friend who whisks him off to observe how fresh fruits and vegetables are marketed at the Ontario Food Terminal. He then learns, by visiting the Holland Marsh, how man has capitalized on a particular combination of climate, soil, water, and accessible markets to make this a highly productive growing area.

Other specialized agricultural areas in southern Ontario – the Niagara fruit belt, and London dairying farms – are then briefly examined to discover the geographical environment which influences their type of food production.

Finally, a glimpse of the important role played by urban centres in food production reveals industries dependent on food processing, and food distribution.

Steve returns to his mowing task with much "food for thought". His experiences have answered many questions, such as:

- Where does all the food come from?
- Where do most of the fruits and vegetables go?
- What are some farming methods used in the Holland Marsh?
- Why does the Niagara Peninsula specialize in fruit growing?
- How is farming related to other industries?

SUGGESTED PRE-VIEWING ACTIVITIES

On a large outline map, locate and establish the relative positions of: Toronto, the Holland Marsh area, the Niagara Peninsula, London, Leamington, the pupils' community.

Have the pupils discuss the problem, "What would we do for food if we could not buy it from the store or the farmer?"

Have each pupil select an item of packaged food from home and speculate about its origin, the people and processes involved in its production and marketing.

SUGGESTED POST-VIEWING ACTIVITIES

1. Discuss or debate the following issues:
   - Mechanization is needed if the farmers are to provide sufficient food for our needs and for the needs of other people in the world.
   - The trend toward larger farms and more specialization is the only economic way to farm.
   - The demand for land for urban development will eventually eliminate valuable, fertile farm areas like the Niagara Peninsula.
   - The fertile areas of the Canadian Shield will become highly developed farmland.

2. Working in groups the class might consider the role played and the interdependence of the following:
   - farmers,
   - agricultural research,
   - marketing organizations,
   - processing industries,
   - consumers.

3. Have the class speculate on what we would do if all imported foods were no longer available.

4. Show the interdependence of the production of steel and other metals with the production of food.

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CHAPMAN, L. J. & PUTNAM, D. F. *The Physiography of Southern Ontario,* University of Toronto Press, 1966.

List of Publications, 1968, Ontario Department of Agriculture and Food, Queen's Park, Toronto.

PUTNAM, D. F. (Editor), *Canadian Regions,* J. M. Dent and Sons Ltd., Toronto 1965.

WARKENTIN, J. (Editor), *Canada, A Geographical Interpretation,* Methuen, Toronto.

PROGRAM 3

CAN'T SEE THE FOREST

The program presents a look at the multiplicity of wood products upon which people depend and the communities and industries which produce them.

PROGRAM CONTENT

Steve and his family are preparing for a barbecue. He is left alone with the job of lighting the charcoal. This simple task is complicated by his invisible friend who takes the matches. By playing a little game, the friend makes Steve realize that wood products come in a variety of forms, some obvious and many less obvious.

The game takes Steve and his friend on a "flying" trip where they see the production of charcoal, a sawmill in operation, and the building of a house. Steve becomes aware of the vastness of Canada's forest wealth when he flies over the soft wood regions of northern Ontario to a giant paper mill. From here he visits the cutting area and learns of the men and machines required for this operation. Back at the mill he follows the pulpwood through to one of the finished products, newsprint. Other wood pulp products – rayon and celluloid – are revealed.

Again Steve has experienced the pattern of interdependent communities and their industries. Back with his family, he continues with the game, name the wood products. His pleasure in the game is intensified because he knows the answers to such questions as:

- Is cellophane made from wood?
- Isn't charcoal made from coal?
- How does a sawmill work?
- How does the pulpwood get to the mill?
- Where does all the newsprint go?
- Does cellulose have anything to do with celluloid?

SUGGESTED PRE-VIEWING ACTIVITIES

On a large outline map, locate and establish the relative positions of: Barrie, Sault Ste. Marie, Cornwall, the pupils' community.

Play the game, name the wood products in the classroom. It is recommended that no questions or clues be given to elicit the less obvious products which might be in the room.

SUGGESTED POST-VIEWING ACTIVITIES

1. Discuss or debate the following ideas:
   - Canada makes more newsprint than any other nation in the world.
   - Man can either increase or decrease our forest wealth.
   - Mechanization and transportation in the forest industry have contributed to growth and development of communities and the country.
2. Have the class suggest uses of wood and wood products which have not been invented or developed.
3. The class might undertake the making of paper.
4. Group work could involve the class in researching and reporting on a variety of wood products – origin, production, processes, workers, related industries, marketing. This project might be culminated with a classroom exhibit.

BIBLIOGRAPHY

The Forest Resources of Ontario, Department of Lands and Forests, Parliament Buildings, Toronto 5, Ontario.

PUTNAM, D. F. and KERR, D. P., *A Regional Geography of Canada (Revised),* J. M. Dent & Sons (Canada) Ltd., Toronto.

ROWE, J., *Forest Regions of Canada,* Bulletin 123, Forestry Branch, Department of Northern Affairs and Natural Resources, Ottawa 1959.

PROGRAM 4

MORE POWER TO YOU

The program reveals how electricity is produced and distributed by a grid system to the communities of Ontario. Consideration is given to the factors which determine the location and development of power stations.

PROGRAM CONTENT

Steve decides to do a geography assignment about electricity rather than play football. As he contemplates geography and electricity, his invisible friend arrives in the nick of time to help him.

During a visit to one of the hydro-electric generating stations at Niagara Falls, he not only learns how electricity is produced but also how the Escarpment, the Niagara River, and the nearby markets were determining factors in the selection of this site. It is also pointed out to him that because of the increasing use of electricity in homes and in industries, the hydro operating stations alone cannot supply all the power required. This necessitates interesting and informative visits to a thermal power station at Lakeview on Lake Ontario and a nuclear power station at Douglas Point on Lake Huron. In each case, the operation, the geographical significance of the location, and the contribution made to our power supply is emphasized.

After such a stimulating adventure, Steve goes to work on his assignment with the answers to his questions.

- What is the connection between electricity and geography?
- How are rivers used to produce electricity if there are no falls?
- How does a generator make electricity?
- How is electricity transmitted to our communities?
- What is the difference between hydro power and thermal power?

SUGGESTED PRE-VIEWING ACTIVITIES

On a large outline map, locate and establish the relative positions of: Niagara Falls, Niagara Escarpment, Sudbury, Elliot Lake, Toronto, Douglas Point, Pickering, coal fields of Ohio, Pennsylvania, and the Maritimes, the pupils' community.

Discuss the effects upon us when there is an electricity failure.

SUGGESTED POST-VIEWING ACTIVITIES

1. Discuss or debate:
   - We will never run out of electricity.
   - The increased need for uranium will prevent certain mining communities from becoming "ghost towns".
   - Electricity is an important Canadian export.
   - Canadian know-how has brought the advantages of electricity to underdeveloped countries of the world.
2. Discover how electricity is produced from batteries, the sun, the tides.
3. Speculate on what life would be like with the discovery and development of new sources of electrical power.
4. Pursue the effect of an electricity failure on the chain of interdependence.

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DENISON, M., *The People's Power,* McClelland and Stewart, 1960.

MANNERS, GERALD, *The Geography of Energy,* Dent. $5.75, 1966.

SAVAGE, JAMES, *Resources for Tomorrow,* Macmillan 1963.

Ontario Hydro Public Relations Division, 620 University Avenue, Toronto 2, offers booklets, use of films and filmstrips at no cost.

PROGRAM 5

LIFE STREAM OF THE PROVINCE

In the previous programs we have been made aware of the interdependence of communities in the exchange of goods and services. Therefore, it is most fitting that the final program in the series should be devoted to the means whereby communities are linked together.

PROGRAM CONTENT

Steve has been exploring his community, conscious of the busy movement of men and machines on land, on water and in the air. He feels the urge to travel and this is solved with the arrival of his invisible friend.

Soon they are zooming about the province, visiting many of the places which are by now familiar to Steve. This time he is concerned more with the variety of modes of transportation and the arteries that they use in the communities and across the province.

All the pieces of the pattern of interdependence begin to drop into place as the answers to his questions are revealed.

- Are trucks used more than trains?
- What role do ships and planes play in the transport of raw materials and the finished products?
- What is a transhipment centre?
- What is the relationship between transportation and the growth of communities?
- How does a large city survive if it is inland and has no ship transport?

SUGGESTED PRE-VIEWING ACTIVITIES

A large outline map showing many of the communities already visited would help to set the stage for viewing.

Review briefly the interchange of raw materials and finished products between the communities already visited.

SUGGESTED POST-VIEWING ACTIVITIES

1. Discuss or debate some of these topics.
   - The discovery of ore brought the community and railroad or the railroad brought the community.
   - Climate and topography decide the building of a highway or railroad.
   - It is more economical to transport by truck, or ship, or train, or plane.
   - Pipelines and power lines transport necessary and valuable products.
   - Transportation has made Ontario (Canada, the World) one big community.
2. Have the class study early modes of transportation and show how the development of transport led to the establishing and development of their own community. Some pupils may wish to choose other Ontario communities.
3. Have the class select a mode of transportation and take an imaginery trip around Ontario as a tourist. The report might include a map, description of points of interest to visit, a tourist brochure or poster.
4. Steve calls Sault Ste. Marie, the "Transportation City". Have the class investigate other communities where this name might apply.
5. Have the class speculate on other forms of transport – recent inventions (the hovercraft) and future inventions.
6. Field trips to investigate transportation in the community would be a worthwhile endeavour. Airports, railway yards, trucking centres are possibilities.

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ROBBINS, J. E. (Editor), Encyclopedia Canadiana, (Sections on Transportation and Ontario), Grolier of Canada Ltd., Toronto, 1967.

Road Maps.

GEOGRAPHY – Intermediate Division
NO COMMUNITY STANDS ALONE
5 programs, 20 minutes each

Prog. No.	CBC 9:30-9:50	CBLT 10:10-10:30	CHCH 9:10-9:30	CKCO 10:10-10:30	CJOH 10:00-10:20	CBOT 9:30-9:50	CKLW 10:40-11:00
1	NOV. 15 NOV. 18 – 9:10-9:30	NOV. 15 JAN. 10 – 10:00-10:20	NOV. 18	NOV. 18	NOV. 22	NOV. 18 – 10:10-10:30	NOV. 25
2	NOV. 22 NOV. 25 – 9:10-9:30	NOV. 22 JAN. 17 – 10:00-10:20	NOV. 25	NOV. 25	NOV. 29	NOV. 25	DEC. 2
3	NOV. 29 DEC. 2 – 9:10-9:30	NOV. 29 JAN. 24 – 10:00-10:20	DEC. 2	DEC. 2	DEC. 6	DEC. 2	DEC. 9
4	DEC. 6 DEC. 9 – 9:10-9:30	DEC. 6 JAN. 31 – 10:00-10:20	DEC. 9	DEC. 9	DEC. 13	DEC. 9	DEC. 16
5	DEC. 13 DEC. 16 – 9:10-9:30	DEC. 13 FEB. 7 – 9:40-10:00	DEC. 16	DEC. 16	DEC. 20	DEC. 16	JAN. 6

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